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ABSTRACT

The selected annotated bibliography was prepared to demonstrate the range of published materials available to students, teachers, and community practitioners. Topics were selected that are central to the concerns of those who have an interest in child welfare issues associated with the Latino and Chicano communities. By the year 2000, the Latino population will be both the largest and youngest minority group in the United States. Sources are grouped into the following categories: (1) adolescent pregnancy, one source; (2) adolescents, three sources; (3) direct practice, nine sources; (4) disciplinary practice and parenting, four sources; (5) early intervention and maternal and child health, two sources; (6) family violence, one source; (7) immigrants, migrants, and refugees, seven sources; (8) maltreatment, three sources; (9) policy and programs, four sources; (9) poverty and economic issues, seven sources; (10) prevention, eight sources; (11) sexual abuse, three sources; and (12) substance abuse, five sources. An appendix presents an additional 13 sources, 20 periodicals, and 5 sources of information summaries. (SLD)

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Center for Advanced Studies in Child Welfare

An occasional paper

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Sponsored by the Center for Advanced Studies in Child Welfare
with Bush Foundation and IV-E funds, through the Minnesota
Department of Human Resources

CHILD WELFARE ISSUES IN LATINO/CHICANO COMMUNIITIES:

A SELECTED ANNOTATED BIBLIOGRAPHY

(1984 - 1993)

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An Occasional Paper

Prepared by Mary DeVore, MSW

under the auspices of the

Center for Advanced Studies in Child Welfare
School of Social Work
University of Minnesota

and the Center for Urban and Regional Affairs
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August, 1994

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Introduction to Bibliography

This selected annotated bibliography was prepared in order to provide an understanding of the range of published materials that is available to students, teachers, and community practitioners. The bibliography is by no means exhaustive, but topics were selected that are central to the concerns of those who have an interest in child welfare issues associated with Latino/Chicano communities.

This annotated bibliography was prepared when, once again, child welfare is declared to be in a crisis: the number of reports of abused and neglected children has escalated across all ethnic and racial groups.

In this connection, a serious question is raised: How are problems of children within maltreating families interpreted within a culture?

When a child is deprived of basic necessities of food, clothing, and shelter, all communities are concerned and these concerns transcend racial and ethnic differences. Moreover, the requirements that every child should be protected from physical and sexual abuse, also has a unified understanding.

However, we are less sure how to interpret certain developmental experiences that are needed for growth and

development, since many of these experiences are culture bound. Parental and community beliefs about childrearing practices are lodged within a cultural context. How nurturance, intimacy, and support are developed for a child may have interpretations associated with culture.

It is in this connection that the bibliography may clarify the issues and bring together what is known from studies and reports.

The importance of knowledge about children in Latino families is confirmed by both the size and significance of the growing Latino population. The following demographic data[1] reveals the fact that a substantial portion of the population claims heritage in one or more of the many Latino/Chicano communities. Included are persons of Mexican, Puerto Rican, Cuban, Central American, and South American ethnicity, as well as persons originating from various other countries who may identify themselves as Latino.

- By the year 2000, the Latino population will constitute the largest and youngest minority group in the U.S.A. In fact, 30% of all Latinos are 14 years or younger.
- Latinos are 9% of the nation's population. Mexicans form the largest Latino groups, numbering nearly 13.5 million persons. Puerto Ricans are the second largest group with over 2.7 million. Cubans make up the third largest group with slightly over one million. The

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[1]The Roundtable. Journal of the National Resource Center for Special Needs Adoption, 8(2), 1994, p. 2.

fourth and fifth largest group are Salvadorans and Dominicans.

Persons from these ethnic groups may possess a different world view and life experience than that of the "mainstream," Euro-American culture. There are variations within the Latino/Chicano communities, as well. Because of this, it is imperative that child welfare workers have an understanding of this cultural variety and, most importantly, the ability to respectfully apply this knowledge to their work with Latino/Chicano families and children.

Journals, books, and pre-existing bibliographies were reviewed to create this annotated bibliography, which includes literature from 1984 to 1993. Please see appendix (pages 19-21) for a listing of journals and bibliographies utilized, and for a brief bibliography of additional items. (Summaries adapted from pre-existing bibliographies are indicated with an *.)

The following categories, as they relate to the child welfare field and Latino/Chicano communities, are included in the bibliography:

- Adolescent Pregnancy
- Adolescents
- Direct Practice
- Disciplinary Practice/Parenting
- Early Intervention/Maternal and Child Health
- Family Violence
- Health
- Immigrant/Migrants/Refugees
- Maltreatment
- Policy and Programs
- Poverty/Economic Issues
- Prevention
- Sexual Abuse
- Substance Abuse

We hope this bibliography not only clarifies issues, but also provides direction for further study in order to assure optimistic outcomes for Latino children.

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ADOLESCENT PREGNANCY

ADOLESCENTS

ADOPTION

DIRECT PRACTICE

DISCIPLINARY PRACTICES/ PARENTING

EARLY INTERVENTION/MATERNAL AND CHILD HEALTH

FAMILY VIOLENCE

HEALTH

IMMIGRATION/MIGRANTS/REFUGEES

MALTREATMENT

POLICY AND PROGRAMS

POVERTY/ECONOMIC ISSUES

PREVENTION

SEXUAL ABUSE

SUBSTANCE ABUSE

ADOLESCENT PREGNANCY

Torres, A. & Singh, S. (1986). Hispanic teenagers: A reproductive profile. New York: Alan Guttmacher Institute. * 5

Hispanic, Black, and White adolescents are compared for childbearing rates, contraceptive practices, and exposure to the risk of unintentional pregnancy. The paper was presented at the Sixth National Conference of the National Coalition of Hispanic Health and Human Services Organizations.

[See also POVERTY/ECONOMIC ISSUES: Pérez & Duany (1992); SUBSTANCE ABUSE: Moss & Hensleigh (1988).]

ADOLESCENTS

Becker, J. V., Kaplan, M. S., Tenke, C. E. & Tartaglini, A. (1991). The incidence of depressive symptomatology in juvenile sex offenders with a history of abuse. Child Abuse and Neglect, 15(4), 531-536. * 2

Of 246 juvenile male sex offenders in this study, 25% were Hispanic. The Beck Depression Inventory was administered, with subjects being divided according to self-reports of previous physical or sexual abuse. A history of abuse was shown to be related to high Beck scores. No significant racial differences were found between the Hispanic subjects and the subjects who were Black (60%) and Caucasian (15%).

Duany, L. & Pittman K. (1990). Latino youths at a crossroads. Washington, D.C.: Children's Defense Fund. * 1, 4, 5

An overview of Latino adolescents and their families is presented. The Children's Defense Fund provides recommendations on the attainment of academic skills and knowledge for escaping poverty for Latino youth.

National Coalition of Hispanic Health and Human Services Organizations. (1990). Hispanic young adolescents: Developing after school programs and parent training: A resource manual. Washington, D. C.: National Coalition of Hispanic Health and Human Services Organizations. * 2

Program planning and provision to Hispanic 10-15 year olds is addressed in the demonstration project described. Training to Hispanic parents, educators, and other service providers is

outlined. Guidance for agencies wishing to develop similar programming is given.

[See also ADOPTION: Andujo (1988); DIRECT PRACTICE: Morales (1992); SUBSTANCE ABUSE: Schwinke, et al. (1992).]

ADOPTION

Andujo, E. (1988). Ethnic identity of transethnically adopted Hispanic adolescents. Social Work, 33(6), 531-535. * 1

Examining 30 trans-ethnic and 30 same-ethnic adoptive families, this study explores the existence or non-existence of differences in ethnic identity between Hispanic adoptees raised in Hispanic families and adoptees raised in non-Hispanic families. Also considered are familial and environmental factors impacting children's ethnic identity development.

Roundtable (staff), (1989). Understanding of Hispanic culture essential in planning adoption of Hispanic children. The Roundtable, 4(2), 5. * 1

Hispanic social service providers were interviewed, and concerns related to adoption planning were identified. Issues discussed include variation among different Hispanic groups, the need for personalization of the adoption process, and consequences of child placement by color rather than by nationality.

DIRECT PRACTICE

Cervantes, J. M. & Ramírez, O. (1992). Spirituality and family dynamics in psychotherapy with Latino children. In L. A. Vargas & J. D. Chioino, Eds. Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents, pp. 103-128. San Francisco: Jossey Bass.

This chapter illustrates how the "Mestizo" spiritual perspective can be used therapeutically in family work. Elements of this perspective include the idea that every person has a valuable life story to tell and lesson to learn; harmony with the physical and social environment; openness to and willingness to learn from diversity; and belief in a theistic cosmology that protects, influences, and engages all of life. Several case examples are presented to illustrate connections between the therapeutic process and elements of Mestizo spirituality. The ideology of curanderismo, a folk medicine philosophy, is discussed as it

relates to family work with Mexican American families. Specific parallels are clearly outlined. The importance of the therapist's understanding of her/his own spiritual beliefs is emphasized and discussed.

Costantino, G., Malgady, R. G., & Rogler, L. H. (1985). Cuento therapy: Folktales as a culturally sensitive psychotherapy for Puerto Rican children. Maplewood, NJ: Waterfront Press. * 4, 5

Culturally sensitive therapy for Hispanic persons is discussed, as is the background of cuento (folktale) therapy. The investigation and evaluation of these therapies is presented. The use of cuento therapy with emotionally disturbed children is discussed from a clinical standpoint.

Gray, S. S. (1984). A sourcebook in child welfare: Serving Puerto Rican families and children. Ann Arbor, MI: National Child Welfare Training Center, School of Social Work, University of Michigan. * 1

Resource materials are listed for those who work with Puerto Rican children and families in the field of child welfare. Names of resource organizations are also included.

Hampson, R. B., Beavers, W. R., Hulgus, Y. (1990). Cross-ethnic family differences: Interactional assessment of White, Black, and Mexican-American families. Journal of Marital and Family Therapy, 16(3), 307-319.

Using observational ratings of family interactions on the Beavers Interactional Scales, this study compared interactional qualities of 89 White, 79 Black, and 18 Mexican-American families. Similarities, differences, and implications for therapists are addressed.

Lerett, K. (1993). Ethnocultural resource directory. Miami, FL: Mailman Center for Child Development, University of Miami.

This bibliography focuses particularly on the Hispanic and Haitian cultures and related issues. Included are relevant textbooks, journal articles, catalogs, and educational materials.

Martinez, K. J. & Valdez, D. M. (1992). Cultural considerations in play therapy with Hispanic children. In L. A. Vargas & J. D. Koss-Chioino, Eds. Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents, pp. 85-102. San Francisco: Jossey-Bass.

This chapter discusses a model of play therapy in which the therapist takes a more active role than one would if utilizing Axline's nondirective play therapy techniques. The child's minority group status is a major consideration, and stimuli are chosen to encourage the acting out of sociocultural experiences to reinforce the child's sense of identity. Available materials suggested include Hispanic room decor, dolls, books, music, tapes, games, maps, and globes. Issues discussed include the child's reaction to a therapist's "cultural agenda," as well as issues surrounding reinforcement of cultural identity in therapy.

Morales, A. T. (1992). Therapy with Latino gang members. In L. A. Vargas & J. D. Chioino, Eds. Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents, pp. 129-154. San Francisco: Jossey-Bass.

Beginning with a lengthy overview of descriptions, history, prevalence, causes, and types of gangs, this chapter proceeds to discuss factors of predisposition related to gang behavior, as well as assessment and treatment of gang members. Transference and countertransference issues are discussed, and case examples are presented. There is a great deal of useful information presented about gangs, but there is no specific discussion of Latino cultural factors.

Phillips, L. J. & Gonzalez-Ramos, G. (1989). Clinical social work practice with minority families. In S. M. Ehrenkranz, E. G. Goldstein, L. Goodman & J. Seinfeld (Eds.), Clinical Social Work with Maltreated Children and Their Families: An Introduction to Practice. New York: New York University Press. * 2

Focusing on clinical social work with Puerto Rican and Black families, stressors, sources of support, and areas of emphasis for intervention are explored. Cultural issues, in regard to common standards and awareness of development and discipline, are examined. Developing a positive client-worker relationship is discussed, as are treatment methods and case management.

Sotomayor, M. (1991). Empowering Hispanic families: A critical issue for the 90's. Milwaukee: Family Service America. * 3

This book covers a wide range of issues impacting Hispanic families and services to them, including the history of Mexican migration, new immigrants, demographics, substance abuse, AIDS, and education. Also explored are the factors of acculturation and assimilation, variability among the Puerto Rican population, the elderly Hispanic, and appropriate family therapy perspectives.

DISCIPLINARY PRACTICES/PARENTING

Buriel, R. Mercado, R., Rodriquez, J., & Chavez, J. (1991). Mexican-American disciplinary practices and attitudes toward child maltreatment: A comparison of foreign-born and native-born mothers. Hispanic Journal of Behavioral Sciences, 13(1), 78-94. * 2

A study was conducted exploring disciplinary practices and attitudes about child maltreatment in native-born and foreign-born Mexican American mothers. Some between-group differences were found. The impact of acculturation and guidelines for additional research are discussed.

National Coalition of Hispanic Health and Human Services Organizations. (1986). Strengthening families: A curriculum for Hispanic parents. Washington, D.C.: Author. * 5

A teaching guide for parents, this program includes 12 lessons which cover topics such as leadership, direction, family communication, values, sexuality, adolescent pregnancy, chemical abuse, disrespect, and rebellion. The purpose of the curriculum is to strengthen parental guidance, direction, and control.

National Hispanic University, (1986). The National Hispanic University final program report: Project Carino-Care. Oakland, CA: National Hispanic University. * 2

The report outlines the components of Project Carino-Care, a pilot project carried out in San José school districts. Included are evaluations of training programs for children, parents, teachers, and paraprofessionals; parent and teacher handbooks; a resource directory; and the identification of related publications.

Padilla, A. M. & Alvarez, L. (September, 30, 1991). Evaluation Report of the Los Niños Bien Educados Prevention Program. CA: Santa Clara County Bureau of Drug Abuse Services. * 1

Pre- and posttest results on knowledge gains are reported in regard to Los Niños Bien Educados Abuse parenting programs. Parenting skills and drug abuse prevention were two foci of the program.

[See also ADOLESCENTS: National Coalition of Hispanic Health and Human Services Organizations (1990).]

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EARLY INTERVENTION/MATERNAL AND CHILD HEALTH

Arcia, E., Keyes, L., Gallagher, J. J., & Chabhar, M. (1993). Status of young Mexican-American and Puerto Rican children: Implications for early intervention systems. Chapel Hill, NC: Carolina Policy Studies Program, Carolina Institute for Child and Family Policy, University of Northern Carolina at Chapel Hill. * 5

Important differences between Mexican-Americans and Puerto Ricans are discussed regarding families and children; implications of those differences for early intervention systems are presented. Included is a table summarizing the study's results, with probable consequences and policy implications given.

Ito, K. L. (1987). Pregnancy among Hispanic and Anglo women: Post partum interviews in a San Diego hospital: Final report. Sacramento, CA: Health Officers Association of California. * 5

Cultural beliefs, needs, and support networks are discussed in reference to Mexico-born women choosing to deliver their children in the United States.

[See also IMMIGRATION/MIGRANTS/REFUGEES: Lieberman (1990), Orrego & Barnett (1990).]

FAMILY VIOLENCE

Gibson, G. (1985). A training guide for cultural aspects of work with violent families. Abilene, TX: Abilene Christian University, Social Work Program. * 1

With a focus on Hispanic families, this training guide includes information about family configuration, attitudes, perceptions, and issues related to authority figures. Characteristics of various cultures are discussed. Recommendations to human service professionals are offered.

HEALTH

Kaplowitz, H., Martorelli, R., and Mendoza, F. (1989). Fatness and fat distribution in Mexican-American children and youth from the Hispanic Health and Nutrition Examination survey. American Journal of Human Biology, 1, 631-648. * 5

Data from the Hispanic Health and Nutrition Examination Survey is utilized in describing developmental patterns of body fat distribution in Mexican American children. Adiposity patterns of Mexican American and non-Hispanic white children are compared.

Krajewski-Jaime, E. (1991). Folk-healing among Mexican-American families as a consideration in the delivery of child welfare and child health care services. Child Welfare, 70(2), 157-167. * 2

Folk-healing practices used by some Mexican American families are discussed. Implications for child welfare and child health care are explored, and possible consequences of child welfare workers' ignorance, with regard to folk-healing practices, are examined.

Martorelli, R., Mendoza, F. S., & Castillo, R. O. (1989). Genetic and environmental determinants of growth in Mexican-Americans. Pediatrics, 84(5), 864-871. * 5

Differences in the growth of Mexican American children with respect to commonly used curves are assessed. The extent to which differences could be attributed to poverty, race, or both are investigated.

U.S. Department of Agriculture and U.S. Department of Health and Human Services. (1986). Cross-cultural counseling: A guide for nutrition and health counselors. Washington, D.C.: Government Printing Office. * 4, 5

The purpose of this guide is to help in the provision of appropriate services to populations served by the U.S. Department of Agriculture and U.S. Department of Health and Human Services. An appendix includes information regarding diet and sociocultural practices of Hispanic Americans, among other groups.

IMMIGRATION/MIGRANTS/REFUGEES

Falcón, A. & Rode, P. (1992). Hidden dreams, hidden lives: New Hispanic immigrants in Minnesota. St. Paul: Urban Coalition and Sin Fronteras.

This study on the undocumented and newly-legalized immigrant Hispanic population of Minnesota examines a variety of issues in the lives of 222 adults and 38 children. Included in the study is an exploration of reasons for coming to Minnesota, employment issues, emotional issues, and issues of basic necessities and services. Recommendations are made in regard to safety, reducing

fear, policy, language issues, services, and reform of immigration law. An appendix reports on the dreams of children, their likes and dislikes about Minnesota, and their thoughts on hiding as undocumented persons.

Larson, O. W., Doris, J., and Alvarez, W. F. (1990). Migrants and maltreatment: Comparative evidence from central register data. Child Abuse & Neglect, 14(3), 375-385. * 1

Studies are presented which examine abuse and neglect among the children of migrant farmworkers. Investigations done in five states resulted in the exploration of abuse and neglect in 24,000 children.

Lieberman, A. F. (1990). Infant-parent intervention with recent immigrants: Reflections on a study with Latino families. Zero to Three, 10(4), 8-11. * 1

Findings of a study with Latina mothers, as well as the resulting culturally appropriate treatment model for anxiously attached Latina mothers and babies, are presented.

Ockerman, J. D. (1990). Needs assessment report: Migratory and seasonal Hispanic farmworkers. Toppenish, WA: Heritage College, Division of Social Sciences. * 2

A needs assessment, focusing on child abuse and neglect prevention and intervention, is described. Information from three surveys, of farmworkers, of the Washington State Migrant Council staff, and of service providers, is included. Explored are implications for developing a Hispanic migrant and seasonal farmworker family profile, as well as for identifying barriers to service. Training recommendations are made, and the appendix includes a bibliography, training manual, and questionnaires.

Orrego, M. E. & Barnett, A. B. (1990). Serving the newest arrivals: A model of early intervention for Central American babies and their families. Zero to Three, 10(4), 11-16. * 1

A Washington, D.C. family resource center is discussed. The Family Place is a bicultural and bilingual program which serves immigrant and refugee families from Central America.

Queralt, M. (1984). Understanding Cuban immigrants: A cultural perspective. Social Work, March-April, 115-121.

Differences in the Hispanic community among various groups are

discussed, highlighting aspects unique to the Cuban community. The family, sex roles, interpersonal relations, locus of control, time orientation, activity orientation, language, and folk beliefs and practices are presented. Practice considerations are covered.

Zayas, L. H. (1991). Psychosocial stress and child abuse: An Hispanic cultural perspective. The Advisor, 4(4), 19-20. * 2

This article deals with the stress associated with three phases of immigration, identified as pre-immigration, immigration, and post-immigration. The impact of these stresses, in reference to child abuse, is explored with regard to complexity and etiology.

[See also POVERTY/ECONOMIC ISSUES: Poverty Project (1990).]

MALTREATMENT

Espino, C., Berry-Caban, C. S., & Brue, K. C. (1989). Stress, social violence, and child abuse. Justice for Children. 2(3), 21-22. * 1

A study explored linkages between social violence experienced in Central America and the level of family violence and child maltreatment. Having fled Central America, migrating to Washington, D.C., eighty women were interviewed for this study. Findings are presented.

Lindholm, K. & Willey, R. (1986). Ethnic differences in child abuse and sexual abuse. Hispanic Journal of Behavioral Sciences, 8(2), 111-125. * 2

This report presents the analysis of 4132 child abuse cases from the Los Angeles County Sheriff's Department. Comparisons are made between Anglo, Hispanic, and Black families with regard to physical and sexual abuse. Differences are discussed.

Lindholm, K. & Willey, R. (1985). Child abuse and ethnicity: Patterns of similarities and differences. Los Angeles, CA: Spanish Speaking Mental Health Research Center, UCLA. * 1

Findings are reported in this "occasional paper" (#18, 43 pages) regarding a Los Angeles study on the correlation of patterns of child abuse and ethnic group status. Over 4,000 reported cases of child abuse were analyzed.

[See also DIRECT PRACTICE: Phillips & Gonzalez-Ramos (1989); IMMIGRATION/MIGRANTS/REFUGEES: Zayas (1991).]

POLICY AND PROGRAMS

Curtis, P. A. (1990). The consequences of acculturation to service delivery and research with Hispanic families. Child and Adolescent Social Work, 7(2), 147-159.

A comparison is made between the existing literature and the actual experience of working with Hispanic families. Though there is partial acknowledgment of the importance of acculturation issues, seldom addressed are the consequences of acculturation both to service delivery and in research. Consequences are discussed as a cause of family problems, in the attitudes of Hispanics toward speaking English and Spanish, in attitudes toward the delivery of human services, and in the status of folk healers in the community. The failure to address acculturation issues contributes to the underutilization of mental health services by Hispanics.

Espino, C. M., Gimenez, S., Ooms, K. & Lupica, L. (1986). Utilization of child protection services by the Hispanic population in Washington, D. C. Washington, D. C.: Department of Human Services. * 2

A study done by the Andromeda Hispano Mental Health Center examined the use of child protection by the Hispanic population, various reporting practices, and abuse and neglect records of the Department of Human Services, hospitals, the court, and the police department.

Izaksonas, E. & the Hispanic Group, Spanish Speaking Affairs, Council. (1991). Recommendations on out-of-home placement of children of Hispanic people in Minnesota: Child protection legislation, an Hispanic initiative. St. Paul, MN: Spanish Speaking Affairs Council.

This report outlines the underpinnings, the current placement system, and "the Hispanic initiative" (as an alternative to the current system). Recommendations are made for the judicial/legislative arena, for foster care licensing, and in the county service delivery arena. An appendix provides the definition of compadrazgo, a Hispanic kinship system. Roles of the madrino/padrino, the ahijada/ahijado, and of the parents are also described.

Northwest Research Associates. (1986). The Hispanic/Latin

American family. In Active and reasonable efforts to preserve families: A guide for delivering services in compliance with the Indian Child Welfare Act of 1978 (P.L. 95-608) & The Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272) (pp. 24-28). Seattle, WA: Northwest Resource Associates.

Issues of significance regarding Hispanic/Latino families are presented, including a historical perspective, guiding principles and values, family structure, child rearing practices, similarities between groups, and tensions that threaten the traditional Hispanic/Latino family.

[See also POVERTY/ECONOMIC ISSUES: Pérez & Martinez (1993).]

POVERTY/ECONOMIC ISSUES

Miranda, L. C. (1991). Latino child poverty in the United States. Washington, D. C.: Children's Defense Fund. * 3

Statistics on Latino child poverty, as well as comparisons to other ethnic groups, are presented. A number of recommendations are offered, including those relating to employment, education, training, income, health insurance, taxes, child support, and food stamps.

Miranda, L. & Quiroz, J. T. (1990). The decade of the Hispanic: An economic retrospective. Washington, D.C.: Policy Analysis Center, Office of Research, Advocacy, and Legislation, National Council of La Raza. * 1

Trends characterizing the economic situation of Hispanics are described. Issues addressed include income levels, poverty, women-maintained households, married-couple families, unequal benefits from education, and earning levels. Factors contributing to the trends and public policy implications are explored.

National Puerto Rican Coalition, Inc. (July/August, 1990). Census bureau reports drop in Puerto Rican poverty rates. In NPRC Reports, 10(6).

A drop in Puerto Rican poverty rates is discussed in relation to poverty rates of other Chicano/Latino populations, increased income, reduced unemployment, and a shift among Puerto Rican females from low-skill blue-collar jobs toward low-skill white-collar jobs. Questions are raised regarding the study itself, its implications for public policy, and the reasons for the drop in

poverty rates.

Pérez, S. M. (1991). Hispanic child poverty: Signs of distress, signs of hope. Protecting Children, 7(4), 6-8. * 1, 2

Child neglect, early childbearing, health problems, and educational deficits are among issues noted to be associated with poverty, and with which many Hispanics must deal. Data are provided on demographic factors impacting the well-being of Hispanic children, and signs of hope are discussed.

Pérez, S. M. & Duany, L. A. (1992). Reducing Hispanic teenage pregnancy and family poverty: A replication guide. Washington, D.C.: National Council of La Raza.

Geared toward community-based organizations developing programs on teenage pregnancy prevention and/or parenting among Hispanic youth, this guide provides an overview of pertinent issues, and describes three Latino community-based model programs. Lists of resources, references, sample materials, and assessment worksheets are included.

Pérez, S. M. & Martinez, D. (1993). State of Hispanic America: Toward a Latino anti-poverty agenda. Washington, D. C.: National Council of La Raza. * 5

The poverty of four Hispanic groups (the working poor, female-headed households, Puerto Ricans, and children) is documented and described. The outcomes of public policy strategies (educational attainment equalization, elimination of the effects of employment discrimination, affordable housing guarantees, and increasing the rewarding aspects of work) are discussed. Recommendations are made.

Poverty Project, (1990). Hispanic poverty: How much does immigration explain? Washington, D.C.: National Council of La Raza.

Presented are a background paper, 15 descriptive charts, and a summarization and analysis of the results of the November, 1989 roundtable, "Hispanic Immigration and Poverty: Research and Policy Questions for the Next Decade," which was sponsored by the Poverty Project.

PREVENTION

Avance, (1988). Neglect prevention project, final report. Washington, D. C.: National Center on Child Abuse and Neglect. * 2

A neglect prevention project in a high-risk, urban Hispanic community is discussed. Issues addressed include supervision, health care, nutrition, and shelter. Project components included medically-related support services, resource networking, child care, parent aides, and parenting education. Forms, surveys, and questionnaires are provided in the report.

Avance Family Support and Education Programs. (1990). Minority families: Preventing child abuse and neglect through parenting education. San Antonio, TX: Avance, Inc. * 4, 5

Specific problems relevant to parenting in a high-risk Mexican American community are presented. Techniques for servicing parenting deficits are described, as is the Avance Parent-Child Education Program, which includes key concepts in parenting, children's basic needs, the development of competence in children, parents' role as teacher, safety, nutrition, illness, and first aid.

Bolden, E. (1992). Child maltreatment prevention: Recommendations for African-American and Hispanic populations. Urban Research Review, 14(1), 9-10. * 2

Recommendations are offered for prevention programming. The importance of addressing prevention within the context of culture is discussed. Suggestions include consideration of non-traditional service methods, encouragement of healthy significant relationships, attention to cultural differences, and appointment of people of color to funding boards.

Herrerias, C. (1988). Prevention of child abuse and neglect in the Hispanic community: The MADRE parent education program. Journal of Primary Prevention, 9(1-2), 104-119. * 2

A community-based parent education and prevention program for Chicana/Latina mothers at high risk for abusive or neglecting behavior is described. The use of community resources, overprotective maternal behavior, and general parenting skills are among those issues covered. Outcomes are presented, as are programmatic considerations.

Hill, N. S. (1990). Los niños project: Child abuse prevention guide and curriculum. Hartford, CT: Hispanic Health Council. * 2

This curriculum (available in English and Spanish) outlines a culturally sensitive approach to child abuse and neglect prevention in dealing with Hispanic children. Instructions and worksheets are provided for children, parents, and non-Hispanic service providers. Activities for children, kindergarten through 5th grade, are included. In addition, issues, such as discipline methods and the stressors of living in a culturally different world, are addressed for work with parents. An historical and cultural context is provided for non-Hispanic providers. Coloring books, an article, and posters are included in an appendix.

Hispanic Health Council. (1991). Los niños: Joyas del futuro. Children: Jewels of the Future. Final Report. Hartford, CT: Hispanic Health Council. * 2

This report describes the results of a child maltreatment prevention project, focusing on the development of training curriculum and the presentation of training and education programs. Some results of the project include increased community awareness, an increase in child abuse reporting, and the development of the Hispanic Health Council into a referral agency for at-risk Hispanic children.

Jordan, R. (1990). "Nuestros hijos." Final report. Santa Rosa, CA: California Human Development Corp. * 2

This project report discusses efforts to educate Spanish-speaking farm workers in rural California in regard to child abuse prevention, and to encourage a culturally-responsive perspective among local providers. The project included the production of an educational video, bilingual resource directories, and television and radio broadcasts.

Levy, B. (1988). "Taking Care of Me:" Preventing child sexual abuse in the Hispanic community. In L. E. A. Walker (Ed.), Handbook on sexual abuse of children: Assessment and treatment issues, (pp. 387-401). New York: Springer. * 2

While addressing cultural issues of the Mexican-American community, the prevention program described provides help to parents in talking with their children, ages 6 to 18, about sexual abuse, and teaches children about self-protection. Positive results of a parent and teacher survey are discussed.

[See also IMMIGRATION/MIGRANTS/REFUGEES: Ockerman (1990); SEXUAL ABUSE: Walker (1988).]

SEXUAL ABUSE

Blick, L., Giller, E., & Lloyd, D. W. (Eds.), (1990). Enhancing child sexual abuse services to minority cultures: Proceedings of a think tank. Huntsville, AL: National Children's Advocacy Center. * 2

Proceedings were held to address cultural bias in service delivery to minority children. Examples are given from a variety of cultural viewpoints, including those from the Hispanic community. A discussion cycle, specifically focused on Hispanic issues, was held, addressing evaluation, intervention, treatment, prevention, support for competency-based cultural practice, and recruitment and development of minority professionals.

Krugman, S., Mata, L., & Krugman, R. (1992). Sexual abuse and corporal punishment during childhood: A pilot retrospective survey of university students in Costa Rica. Pediatrics, 90(1), 157-161. * 2

Nearly 500 students were surveyed in this study about types of punishment and sexual abuse during childhood. A questionnaire was used to gather information regarding background information, punishment experiences and related perceptions, and experiences of sexual abuse.

Walker, L. E. A. (1988). Handbook on sexual abuse of children: Assessment and treatment issues. New York: Springer Publishing Co. * 2

A general book on child sexual abuse, this volume includes a section dealing specifically with a prevention program for Hispanic children. Other issues discussed in the book include historical aspects of sexual abuse, the consequences of sexual abuse, and methods of assessment and treatment.

[Also see PREVENTION: Levy (1988); MALTREATMENT: Lindholm & Willey (1986).]

SUBSTANCE ABUSE

Figueroa, R. L. & Oliver-Diaz, P. (Winter 1986/87). Hispanic alcoholics' children need extra help. Alcohol Health and Research World, 11(2), 66-67.

This article is a brief discussion of stressors of Hispanic children, the need to extend focus beyond alcoholism, cultural barriers to the self-help approach, indigenous recovery systems, and the juvenile justice and social service systems.

Laureno, M. & Poliandro, E. (1991). Understanding cultural values of Latino male alcoholics and their families: A culture sensitive model. Journal of Chemical Dependency Treatment, 4(1), 137-155.

The impact of alcoholism on immigrant Latinos and their families is discussed, as is the parallel process of deteriorating cultural values due to immigrational stressors and alcoholism. A case example is discussed and key concepts in Latino culture are explained. Issues leading to the use of social services are briefly addressed, and a culturally sensitive model for treatment is introduced.

Moss, N. & Hensleigh, P. A. (1988). Substance abuse by Hispanic and white non-Hispanic pregnant adolescents: A preliminary survey. Journal of Youth and Adolescence, 17(6), 531-541.

A study is presented, which investigates the relationship between social contextual factors and substance use, including the influence of stress and social support on self-care behaviors that influence perinatal outcomes. The conclusion is drawn that ethnicity made little difference in substance use among childbearing adolescents.

Ruiz, P. & Langrod, J. G. (1992). Substance abuse among Hispanic-Americans: Current issues and future perspectives. In J. H. Lowinson, P. Ruiz, R. B. Millman, & J. G. Langrod (Eds.), Substance Abuse: A Comprehensive Textbook, 2nd ed., (pp. 868-874). Baltimore: Williams & Wilkins.

This article includes discussion of epidemiology and current trends, with a relatively lengthy section about socio-cultural considerations. Treatment and outcomes are addressed.

Schwinke, S., Orlandi, M., Vaccaro, D., Espinoza, R., McAlister, A., & Botvin, G. (1992). Substance use among Hispanic and non-Hispanic adolescents. Addictive Behaviors, 17(2), 117-124.

Discussed is a study comparing lifetime prevalence data on substance use with demographic and psychosocial variables among 2,821 Hispanic and non-Hispanic white students from two southwestern cities. Ethnic-racial background factors were found not to be the strongest predictors of substance use. When the analyses accounted for school grades and for maternal education, non-Hispanic youth had higher lifetime substance use rates than Hispanic youth. It is suggested that sociodemographic risk factors, as well as ethnic-racial factors, be considered in treatment efforts.

APPENDIX

Additional Items of Relevance:

Borrero, M. Gonzalez (1988). The prevention of physical and sexual abuse among Puerto Rican adolescents. Hartford, CT: Hispanic Health Council.

Federation for Children with Special Needs, (1989). Toward multiculturalism. Coalition Quarterly, 6(2&3). Boston: Federation for Children with Special Needs.

Figueroa, D. (1991). Pregnancy among Hispanic teens: The impact of culture, an interview with Dr. Rosina Becerra. In SIPI News. New York: Scientist's Institute for Public Information.

Garbarino, J. & Kostelny, K. (1992). Child maltreatment as a community problem. Child Abuse and Neglect, 16(4), 455-464.

Garcia, E. E. (1992). Hispanic children: Theoretical, empirical and related policy issues. Educational Psychology Review, 4(1), 69-93.

Hill, N. (1987). Resource directory of Hispanic educational materials on child abuse prevention. Hartford, CT: Hispanic Health Council.

López, N. Y. (1987). Hispanic teenage pregnancy: Overview and implications. Washington, D. C.: National Council of La Raza.

Melton, G. (1992). It's time for neighborhood research and action. Child Abuse and Neglect, 16(6), 909-913.

National Resource Center on Child Sexual Abuse. (1990). Enhancing child sexual abuse services to minority cultures. Huntsville, AL: National Resource Center on Child Sexual Abuse.

Pederson, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.) (1989). Counseling across cultures, (3rd edition). Honolulu: University of Hawaii Press.

Rosario, D. (1990). Providing culturally sensitive services to Latino adolescents: A report to Kings County Community Service Project. New York: Committee for Hispanic Children and Families, Inc., 140 West 22nd Street, Ste. 302; NY, NY 10011.

Thomas, J. N. (1989). Triple jeopardy: Child abuse, drug abuse, and the minority client. Journal of Interpersonal Violence,

4(3), 351-355.

Vargas, A. (1988). Testimony on Smart Start: The community collaborative for the Early Childhood Development Act of 1988. National Council of La Raza.

Articles in this bibliography have appeared in the following publications:

The Advisor
American Journal of Human Biology
Child Abuse and Neglect
Child and Adolescent Social Work
Child Welfare
Coalition Quarterly
Educational Psychology Review
Hispanic Journal of Behavioral Sciences
Journal of Interpersonal Violence
Journal of Marital and Family Therapy
Journal of Primary Prevention
Justice for Children
NPRC (National Puerto Rican Coalition) Reports
Pediatrics
Protecting Children
The Roundtable
SIPI (Scientist's Institute for Public Information) News
Social Work
Urban Research Review
Zero to Three

Summaries of items herein have been drawn from direct literature review, as well as from the review of the following annotated bibliographies and listings. Summaries adapted from these bibliographies were used with permission, and are indicated by number.

1) American Humane Association. (1992). Child Abuse and Neglect:People of Color Leadership Institute: Annotatedbibliography of resources on cultural competence and cultural diversity in child welfare and child protection services. Englewood, CO: Author.

This bibliography contains descriptions of 31 items addressing child welfare issues in the Hispanic community and descriptions of 9 related bibliographies, as well as sections on general cultural competence and conference proceedings (one dealing specifically with the Mexican American community).

2) National Center on Child Abuse and Neglect. (1993). Clearinghouse on Child Abuse and Neglect Information: Ethnicity: Hispanic Americans (1980-93 publications). Washington, D. C.: U.S. Department of Health and Human Services; Administration for Children and Families; Administration on Children, Youth and Families; Author.

This bibliography contains descriptions of 91 items which address issues of child abuse and neglect within the Hispanic community.

3) Office of Minority Health Resource Center. (1993). Hispanic health documents. Washington, D. C.: Department of Healthand Human Services, Public Health Service, Office of Minority Health Resource Database.

Seventy-four items focusing on health concerns in the Hispanic community are summarized in this description of 1991 and 1992 health documents.

4) National Center for Education in Maternal and Child Health. (1991). MCH Program Interchange: Focus on ethnocultural diversity in MCH programs, March 1991. Washington, D. C.: U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Author.

Materials from 1983-1991 are described in this listing of over 70 items dealing with issues of ethnicity and maternal and child health. The items described may be borrowed from NCEMCH by Title V programs.

5) National Center for Education in Maternal and Child Health, Georgetown University. (1993). Health care in Hispanic communities: References from the NCEMCH bibliographic database, September, 1993. Arlington, VA: Author.

Items from 1983-1993 are described in this listing of 29 references dealing with health issues in the Hispanic community.